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Name .....

# THE New Ideal Copy Books

Medial Slant

Myers, Fishel & Co., Publishers  
Harrisburg, Pa.

# THE NEW IDEAL COPY BOOKS.

**POSITION.**—The thoughtful teacher, in considering questions of position, does not forget that much depends upon the kind of desk and its size relative to the pupil. The wise instructor, in this as in all other work, seeks to adapt the ideal to the actual.

If conditions permit, the child should face the desk squarely, with both feet flat on the floor. The fore-arms should rest on the desk in such a position as to form a little less than a right angle with each other. The position should be very nearly erect, but the upper part of the body will naturally incline slightly forward from the hips, resting very lightly on the left arm. The lower edge of the copy book should be parallel with the edge of the desk. Excellent results have been obtained, especially with older pupils, by turning the top of the book to the left until the line to be written is at right angles with the right fore-arm. This position has one marked advantage in the fact that the fore-arm swings easily from the large muscle as a center, while in the first named position the fore-arm must slide along the desk. It sometimes happens that the height or breadth of the desk is such that, in the front position, the child's fore-arm does not rest properly on the desk. In such case, he may turn slightly to the right until an easy position is secured. Above all, the child should be comfortable. Neither the wrist nor the fleshy portion of the hand should serve as a support, but the right hand should rest on the nails of the third and fourth fingers or on the nail of the third finger and the first joint of the fourth.

**PEN-HOLDING.**—When the hand hangs naturally at the side it assumes the proper position for holding the pen. The pen should rest lightly between the thumb and the first and second fingers, the fore-finger lying against the side of the holder to steady it, and the penholder resting against the fore-finger where it joins the hand. The penholder should lie in the same plane as the fore-arm. Many good vertical writers hold the pen between the first and second fingers, and older pupils may learn to use this position also.

**MOVEMENTS.**—In the finger movement most of the writing is done by the action of the fingers. When one desires to write well but not rapidly, the fingers may be used considerably. Ordinarily the use of this movement is not practical. Young children, however, at first are able to use little else.

In the fore-arm movement the writing is done by moving the hand back and forth and across the paper, by means of the action of the muscles of the fore-arm. If one would learn to write rapidly, easily and well, a combination of this movement and the finger movement must be cultivated. It is only by patience and repeated movement drills that young pupils can be taught to merge the finger movement into the muscular, or fore-arm, movement.

In the whole-arm movement the action of the arm is from the shoulder, the elbow being lifted. This movement is used in

blackboard writing and in ornamental penmanship. Frequent drills in the use of this movement are of great value in developing the free handling of the arm and in leading the pupil away from the finger movement.

**INDIVIDUALITY.**—Sometimes teachers, forgetting that the letters here given are but type forms, insist upon almost exact reproduction, frowning upon any attempt at variation. This is a decided mistake. Sooner or later, each person should develop a characteristic handwriting, and this development should begin before the pupil leaves school. The chief weakness of the older systems of penmanship lies in the fact that, in most cases, the pupil has to learn to write after leaving school; that is, he has to develop a style quite distinct from his school-boy hand. We believe that this is largely due to the insistence upon slavish imitation of copies containing useless lines, which eventually have to give way before the demands of actual business penmanship. So, while pupils in the lower grades may be held with reasonable closeness to the type forms, in the upper grades wide scope should be given to individual taste and temperament. Of course, any tendency to fantastic or meaningless lines should be discouraged. With a view of encouraging this individuality, optional forms have been introduced in the later books of this series, and may also be found upon the cover of the elementary books. In this, however, as in other lines, the teacher must study the individual pupil. Thus he will find many earlier in the course, who may be encouraged in the development of characteristic forms. It is sufficient that the pupil write easily and legibly.

**MOVEMENT DRILLS.**—Nothing contributes more to the development of an easy, graceful handling of the pen than frequent drills in movement, yet nothing is more often neglected. For leading the child away from the finger movement they are invaluable. A number of exercises suitable for such drills will be found on the third page of the cover, and their use is strongly urged. These exercises, however, are merely suggestive, and the teacher will readily develop others equally valuable. This is especially true of the exercises based upon letters.

In conclusion it may be said that, in order to secure satisfactory progress in penmanship, every written lesson—whether on the board or on paper—should be a writing lesson; that is, the teacher should consistently refuse to accept any work carelessly written. The pupil who writes carefully for a few minutes each day and scribbles at other times cannot improve much. The teacher, of course, cannot be too careful of his own penmanship at all times.

HUGH C. LAUGHLIN.

HIGH SCHOOL FOR BOYS AND GIRLS,  
NEW YORK CITY, January, 1900.



L	Drill, David drill	dormer
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L	Drill, David drill	dormer
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Ee Ee	Edward	weal	eel
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Ee Ee	Edward	weal	eel
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N	Near	Nearer	Nearest	next
---	------	--------	---------	------

N	Near	Nearer	Nearest	next
---	------	--------	---------	------

M	Moses	morning	Madison
---	-------	---------	---------

M	Moses	morning	Madison
---	-------	---------	---------

V	Va	Verne	avenue	value	Vt.
---	----	-------	--------	-------	-----

V	Va	Verne	avenue	value	Vt.
---	----	-------	--------	-------	-----



W	We will write well.	awake
---	---------------------	-------

W	We will write well.	awake
---	---------------------	-------

If New York yule my woman

If New York yule my woman

I Go Good Going good going

I Go Good Going good going

X X's

Xenia

Xeres

Xerxes

Ida

I am

July

January

2	20	zone ooze	!	X	¢	%	%

1776	Which way?	5%	X	28%

2	2	Quebec	queer	liquid
---	---	--------	-------	--------

2	2	Quebec	queer	liquid
---	---	--------	-------	--------

P P Potomac peach opals

P P Potomac peach opals

R	R	Robert	robin	orchard
---	---	--------	-------	---------

R	R	Robert	robin	orchard
---	---	--------	-------	---------





Ff Ff Frank offer fortune

Ff Ff Frank offer fortune

Hh	Hh	Hugh	huge	who
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Hh	Hh	Hugh	huge	who
----	----	------	------	-----

K k	K k	Kate	market	key

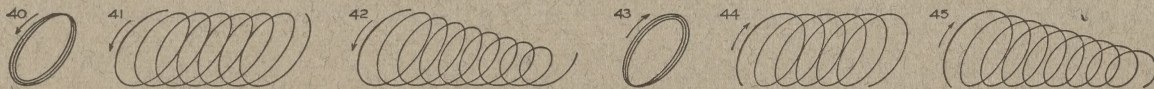
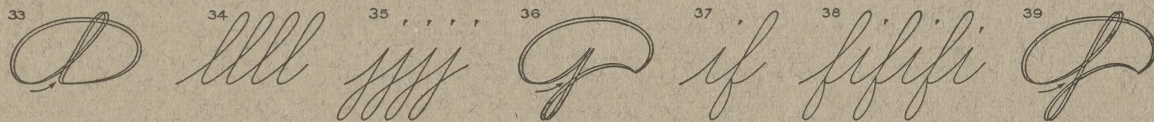
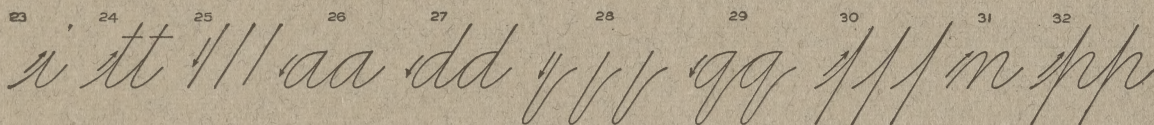
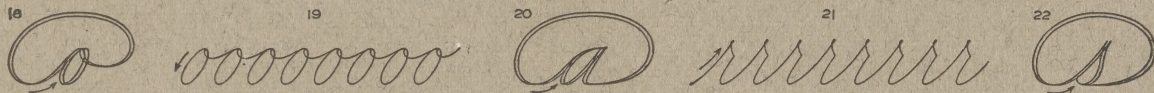
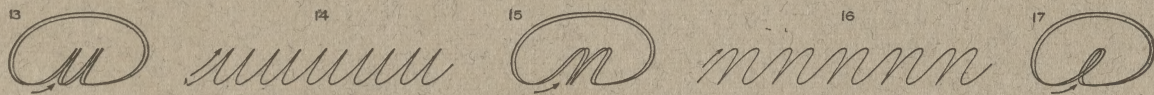
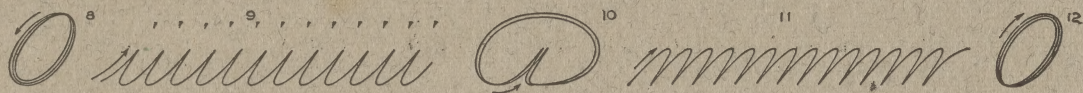
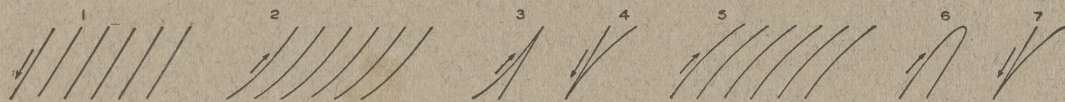
K k	K k	Kate	market	key



A	T	W	B	K	P	f	I	y	2
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A	T	W	B	K	P	f	I	y	2
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# MOVEMENT-DRILL EXERCISES.



## **...THE NEW IDEAL COPY BOOKS...**

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